

# THE SCHOOL GOVERNMENT CHRONICLE

AND  
EDUCATION REVIEW

Vol. cxliii. No. 3,309.  
(Established 1871).

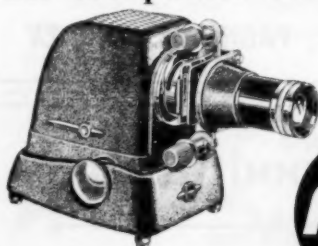
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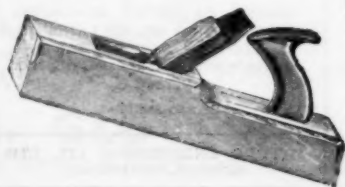
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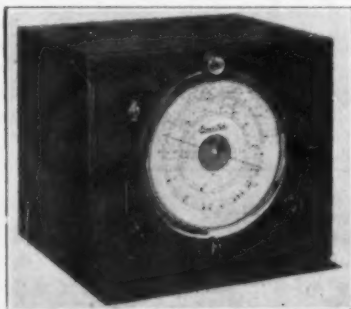
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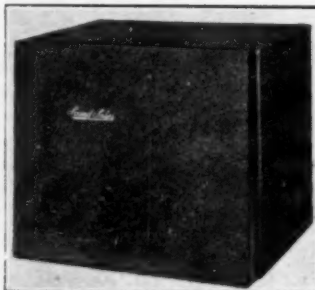


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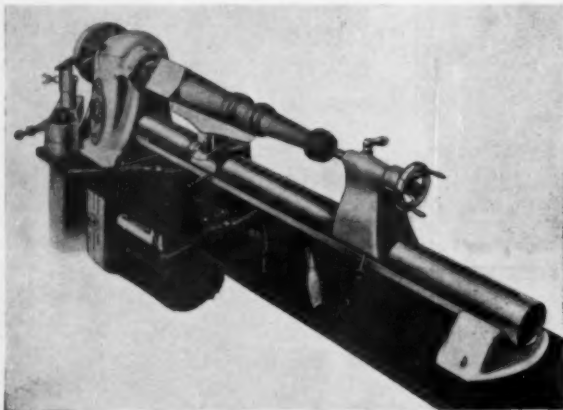
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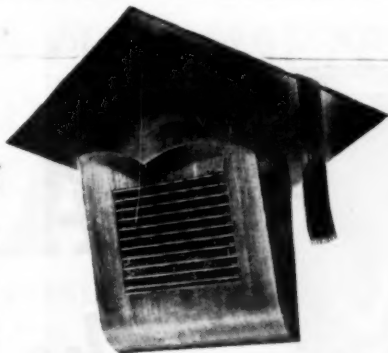
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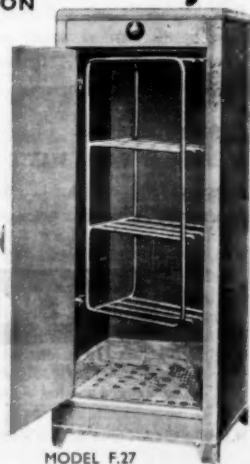
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# SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,309. VOL. CXLIII.

APRIL, 1951

## The Apotheosis of Size

BY JUNIUS

### Introduction.

At midnight on the 31st March, 1945, there passed away an experiment in the Administration of Elementary Education which had persisted for forty-three years, and in its place emerged a new and novel creation which its sponsors hoped would avoid the mistakes and asperities associated with the old order, clear out the ancient, creaking, time-lagging machinery and furnish a movement which would be a model of efficiency and expeditiousness.

### Snipings and Pincer Movements.

These forty-three years had not been entirely uneventful; there had been continual snipings and occasional frontal attacks and pincer movements to abolish the Pt. III system. If a borough or urban district wished to expand its area, the question of surrendering its educational powers was introduced as a bargaining factor, an important consideration.

Sometimes a county borough would attempt to engulf a neighbouring Pt. III, e.g., Bradford and Shipley; at other times, e.g., in 1917, Parliament would take a hand and attempt to legislate the Part III's out of existence. Accordingly, there developed a great spirit of loyalty amongst the constituent members of the Pt. III associations shown by the fact that few, if any, attempts were made by the larger authorities to break away from the mass and to seek favoured terms for themselves and to this display of solidarity combined with judicious leadership could they be said to have owed their forty-three years of existence.

### Pt. III's and Higher Education.

From the year of their establishment, Pt. III's had had the power to spend such sums as they thought fit for the purpose of supplying or aiding the supply of higher education, provided the amount spent did not exceed the produce of a penny rate.

Under the Technical Instruction Act of 1889, repealed by the Act of 1902, the Councils of boroughs and urban districts were empowered to supply or aid the supply of technical and manual instruction and to raise for that purpose a rate not exceeding one penny in the pound. Many such Councils took full advantage of their powers and in fact the first Secondary Grammar School in Middlesex was the result of a joint effort made by Middlesex County Council and one of its Pt. III's, whilst another Pt. III Authority maintained its Grammar School on the produce of its penny rate, plus fees, until

the Authority ceased to function as such. But although there were various evidences of similar progressive tendencies, encouragement from the Central Authority was lacking. In aiding and supplying higher education the local Authority were told that they were not acting as an Authority for Higher Education and so the cost of their efforts did not rank for grant. All payments of this character had to be solely rate-aided and as this conflicted with the powers delegated by the local councils to their education committees, in the end such expenditure fizzled out. And so, progress was sacrificed on the altar of tidy administration.

But there remained much opportunity for progress in other directions and many of the Pt. III's eagerly availed themselves of it although there were wide variations of practice between the best and the worst, and the worst were the Achilles heel of the whole movement. But even the schools of the worst often compared favourably with some of those in the areas of district committees set up by the Counties, even to-day there are in existence schools which have not yet emerged from the epoch featured by the oil lamp and earth closet.

### Change and the Administrative Staffs.

The question which is frequently asked is: "Have the old Pt. III's gained by this transference of autonomy." In short, could the Pt. III's, if they had been allowed to continue, have improved on their present day conditions. From the point of view of certain of the administrative staffs the change over has been disastrous. These are mainly of the class containing the former Chief Officer, the deputy and the third and fourth Officer who enjoyed parity or near parity with the other Chief Officers and staffs of the Borough or Urban District Councils.

In April, 1945, the former Director of Education soon discovered that his status had gone with his title, his area was de-graded, his salary was frozen, whilst his colleagues in the same building still wore the mantle of the Chief Officer and had the pleasure of receiving enhanced salaries, despite the fact that whilst the responsibilities of the Education Department were swelling to vast dimensions, their own were in a process of rapid diminution. Some of these Officers accepted the situation—others looked around for spheres to administer, and took the first opportunity of fastening their hooks in the Education Department on the principle that if a man is doing a large job of work and you can persuade the Council that you are controlling him, then you ought to be paid a higher salary than his. This is a species of

logic peculiarly apposite in situations of this character.

The clerical and junior administrative side, although not fully satisfied, have gained more proportionately than those of riper experience. The legislators have had the greatest sympathy for them and have been conscious of a desire to reduce the gap between the heads and the rank and file, by raising the latter and freezing the former, a policy which has not yet reached Parliamentary heights.

#### Lost Autonomy.

Once a body has been shorn of its autonomy and is deprived of financial control, no scheme, no matter how generous, can replace its lost powers. In the end the power of the purse predominates and its holders or wielders can be generous in their interpretations of policy or otherwise. The single authority would say, this scheme costs X pounds and we will pay it, but the large authority is inclined to say, there are Y of you and it will cost XY pounds to treat you all alike, so we will not pay it. This kind of mentality has prevailed in connection with the most minor items of expenditure. The old Pt. III sent its delegates to conferences, two members and the Officer. Now the new body can send to one conference per annum one member and one Officer. If a meeting or an exhibition were to be held a few miles away then delegates could attend. If a new school was to be opened delegates could attend. Delegates could attend the Teachers' Conferences—they may now attend all these gatherings at their own expense—the

same applies to the Officers. So the Officer sticks to his desk and reads the reports and records and the delegates stay in their own areas and miss those valuable contacts which were always a feature of Conferences.

One L.E.A. has actually refused to allow delegates from its divisional executive to attend meetings of its own association, and another has refused to pay for minutes. In some cases the scheme of delegation has been interpreted fairly and wisely—in others it has been applied rigidly and harshly. Some L.E.A.s have regarded the scheme as a book of rules and regulations to be consulted on every trivial matter and have regarded omissions as a sufficient answer to object to certain projects.

#### Contact.

This question of contact has always been considered of the utmost importance. In the old days the Pt. III members went to the Board with their plans and their schemes and met the Officials at first hand and the discussions took place across the table. Then the Pt. III members felt that they had some power, they were folks who counted, they could oppose the Board or accept its ruling, they felt that they were acknowledged co-operators in an important work. Nowadays the nearest they ever get to the Ministry is when they meet H.M.I., usually on a School Inspection. It is true that the chief means of redress is the "dispute" weapon or an appeal to the National Association, in the hope that the Officers will approach the Minister.

#### Development Plans and Responsibilities.

Another great loss has been suffered in connection with the formulation of development plans. The Pt. III once responsible for its own scheme now has to conform to County policy or have its own plan disregarded and superseded. This is an anomalous position when it is realized that there are many much smaller and poorer County Councils and County Boroughs empowered to produce their own plans, for Pt. III's did not deliver up their autonomy or accept a compromise willingly, they were compelled by statute to accept the present position—the result of an agreement between the two main political parties. The Pt. III's have in their ranks many public representatives of experience who have been engaged in administering education for many years and who should be expected to know the requirements of their own areas. They evidently don't, and what is more, they are not prepared to waste their valuable time as members of a Committee which has to depend on a central L.E.A. for the answers. They contrast the new time wasting devices with the efficient machinery of their own businesses and they murmur and in time lose interest. This attitude is not confined to Primary and Secondary education, but reaches out into the heights of Technical Education and the Youth Movements. Our legislators have been too much obsessed by the possibilities of size, and this criterion has often been the beam in the eye of the local Councillor as well. To argue that a City of 1,000,000 inhabitants is by its size administered more efficiently and wisely than one of 250,000 is just ludicrous, and yet how often does the Ministry and others think and act in terms of the big battalions.

#### Conclusion.

No Officer, and very rarely a borough representative outside a County or County Borough of fair size is ever appointed to membership of a Departmental Committee



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or a Royal Commission. He may be asked to give evidence. The Boundary Commission in its wisdom advocated County Boroughs of 60,000 inhabitants. In North America there are many towns with half this population functioning well. Given the right personnel and the finance, and size dwindles as a dominant factor, administration becomes human, rather than a handbook of rules allied to a cheque book.

So long as the old Part III spirit exists, there is still hope that time will bring in its train a more generous application and interpretation of powers and duties, and co-operation will mean something more than the maintenance of a mere façade.

### Salary Scales and Status of Local Education Officers

The Chairman and Vice-Chairman of Middlesex Education Committee on March 1st received a deputation from the Excepted Districts Association in regard to the salary scales and status of local education officers.

The leader of the deputation said he understood that the findings of the Joint Negotiating Committee with regard to salaries of officers (other than Chief) earning £1,000 a year or more were unlikely to be available for some time, possibly two years, and he asked if it would be possible (without prejudice to these findings or to negotiations with regard to individual cases) for the County to make some interim adjustment which would help to remove the invidious position of, in particular, Borough Education Officers. He pointed out that although, certain officers enjoyed protected salaries, these were personal and ceased on new appointments. The County scale for such officers was, in his view, inappropriate. Before the absorption of the previous Part III education authorities into the County, the education officers of these Part III areas had, in general, enjoyed a position of financial parity with the other chief officers of the local council. He appreciated that they were no longer 'chief officers,' but the latest awards to town clerks, borough treasurers and surveyors, etc., meant that the relative financial position was most unsatisfactory and could only result in frustration and an eventual serious dilution of the calibre of such officers. The position was aggravated, he added, by the new Burnham Scales which resulted in a most unfavourable comparison between the local education officers and heads of schools and heads of departments of technical colleges.

The Chairman of the Education Committee said they appreciated the position which was one for which they had a great deal of sympathy. But it was felt, however, that it would be very unfortunate if any interim decision was made if they then found that the Negotiating Committee announced its findings almost simultaneously. The first step should be to see if more precise information could be obtained as to the likely date of the announcement of the findings.

The deputation concurred in this view.

The Chairman has, we understand, since written to the Joint Negotiating Committee on the matter.

**Barrow-in-Furness Education Committee have decided to support the protest of the Brighton Education Committee against the methods of consultation used by the Association of Education Committees in conducting the negotiations in the Burnham Committee.**

**Miss Nina M. E. Joachim**, vice-principal of Balls Park Training College, Hertford, has been appointed principal of St. Hild's College, Durham, from September 1st, in succession to Miss A. L. Lawrence, who will retire at the end of the academic year.

### London Area Allowances

During the negotiations which led to the new Burnham Report for Primary and Secondary Schools, which has now been accepted by the Minister and came into operation on April 1, the Burnham Main Committee agreed to establish a tribunal of independent persons to consider and make recommendations relating to (a) the "London Area" and (b) territorial allowances.

The joint hon. secretaries announce that the following have been appointed to form this tribunal:

Sir John Maud, K.C.B., K.B.E., C.B. (*Chairman*); Sir William Cleary, K.B.E., C.B.; Professor Sir David Hughes Parry.

It is expected that the tribunal will hold its first meeting about the end of April.

W. P. Alexander, R. Gould,  
*Joint Hon. Secretaries.*

### Purchase Tax on Stationery

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The purchase tax which became payable on certain stationery used in schools from February 12th will involve the London Education Committee in an estimated additional cost of £38,000 in 1951-52, and the Council are to make representations to the Minister of Education in an endeavour to secure the restoration of the exemption of this equipment from purchase tax. In addition, the higher price of paper, which has risen by about £28 a ton, is expected to result in a rise of 20 to 25 per cent. in the cost of printing educational books.

To allow for these substantial increases a revision of the capitation allowances (i.e., the total sums up to which schools can requisition in a year for equipment of various kinds) will be necessary and sanction is sought to additional expenditure of £50,000 during 1951-52 for the purpose.

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# Education in a World of Crisis

*Presidential Address of Mr. A. Granville Prior, B.A., to the  
National Union of Teachers' Conference*

Llandudno was the venue of this year's N.U.T. Annual Conference, which was given a civic welcome by the Chairman of the District Council, Councillor J. B. Jones, J.P.

The first business was the installation of Mr. A. Granville Prior, B.A. (Leeds) as president for the ensuing year, who then presented the ex-President's badge to the retiring president, Miss S. C. Bertie, together with a souvenir containing a record of the resolution of thanks passed by Conference for her services as Vice-President and President.

"Twelve years ago the Annual Conference of the Union met in Llandudno at a time of material crisis and when the possibility of international conflict was very much in our minds," said Mr. Prior in commencing his Presidential Address. "Conference, whose business is the efficient provision of the greatest single social service and training in good citizenship, both nationally and internationally, assembles once again at a time of ominous threats and rumour world-wide in extent. These unhappily could forebode greater disasters for mankind than those previously experienced."

"It has been customary for man at the time of his greatest trials to look hopefully forward," continued Mr. Prior. "Long before this country could see its way out of the peril of the last war, plans were being considered for the provision of a system of education worthy of the people." Since that time there had been achieved more building of schools, more training of teachers and more educational provision generally than at any time in our history. But achievement must be measured against expectation and need, and when this assessment was made hopes and visions became dimmed. For instead of the development of all stages of education we seemed to be engaged in a struggle merely to maintain our position, or at best to make small advances.

Mr. Prior then described how the present unsettled international situation, causing as it did uncertainty and anxiety, affected teachers and parents. Most teachers had vivid recollections of maintaining the education of the children either on evacuation or under blitz conditions. Parents were understandably anxious about their children's future.

Educational administration, too, was beset with many worries. Shortages which cramped development might continue, and fear of a rise in rates and taxes might be a determining factor. All who were responsible for expenditure upon education, however, should realize that while in pre-war days about 6 per cent. of the national expenditure was in respect of education, less than twelve months ago it was rather less than 5 per cent.

Mr. Prior then went on to describe the freedom of the teacher in this country and contrasted this with the system of some other countries where the child was moulded to a definite political pattern desired by the State. It was only too evident, he said, that the task of the teacher could be approached in two absolutely opposite ways—either in accordance with the demands and precepts of the State, or with full regard for the sanctity of individual personality. The latter, Mr. Prior stressed, was our way, grounded in and inspired by the Christian ethic.

Dealing next with the work of the N.U.T., Mr. Prior said that the Union had played a large part in all worthwhile educational endeavours begun in this country. Internationally the Union had consistently fostered teacher and pupil

exchanges, and support had been given to Unesco and other international agencies. The teachers' fervent hope was for reciprocal understanding, tolerance, good neighbourliness and respect for each others' rights and views. In no other way could the path of peace be assured to mankind.

The will of the people had decreed that increasing expenditure on defence was necessary for the safety of the nation, continued the President, but in the view of the Union no expenditure on defence would avail unless it was supported by the moral and mental arming of the individual. Whatever luxuries existed at the present time, no one surveying the educational system could regard any of its provisions as being in that nature. The amount of school building being achieved was the minimum amount to accommodate the scholars, the problem of over-large classes was as stubborn as ever, and there were still in existence a very large number of insanitary, damp, ill-lit and badly ventilated schools.

Circumstances might eventuate, however, which were out of our control as a nation, and progress in our educational provision may therefore be brought to a halt. In such a case the nation would be faced yet again with the necessity for evacuation. Reluctant as teachers were to contemplate such an eventuality, as individuals and as a Union they would be ready and capable of meeting the challenge. Education, however, concluded Mr. Prior, was the nation's hope for the future. On behalf of the profession he appealed to the Minister and the Government to push forward with the utmost determination, in spite of the increased burden of defence, to achieve the goal envisaged in the 1944 Education Act.

"Conceived when the nation's fate still hung in the balance, the Education Act, through common endeavour on the part of all concerned, reached the Statute Book. Only by similar determination and united endeavour on the part of teachers, administrators and parents will the goal be kept constantly in view and consistent progress be made towards it."

## Mr. Gould calls for a General Inquiry into Educational Administration and Finance

A comprehensive review of educational administration and finance by a Royal Commission or some comparable body was called for by Mr. Ronald Gould, General Secretary, in his address at a private meeting of Conference.

Mr. Gould said that recent attacks on education had taken three forms. First, there had been the usual vague generalizations; secondly, vigorous attacks in some areas on small expenditures, economies in maintenance costs, further education, nursery education, capitation allowances and school secretaries. Thirdly, there had been attempts, mostly unsuccessful, to effect economies where only substantial economies were possible, namely, on teachers' salaries. Mr. Gould pointed out that since between 60 per cent. and 70 per cent. of the total expenditure on education was swallowed up in teachers' salaries, substantial economies in education could only be effected by reducing these salaries or by reducing the number of teachers. As, in general, local authorities had accepted the Burnham Scales there remained the other possible economy, to employ fewer teachers. At best, Mr. Gould continued, we could not hope even to maintain the present teacher-child ratio in the coming year, for insufficient trained teachers were available for the increased numbers of children. The





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Minister of Education had repeatedly said he wished to reduce the size of classes. Last year, the Minister had strongly advised the employment of more teachers, but if some local education authorities restricted unnecessarily the number of teachers employed, they would be pursuing a local policy in opposition to the national policy. What gave Mr. Gould more concern than the existing situation, however, was the attitude of L.E.A.s to the full development of the Education Act. Mr. Gould asked, therefore, could the Act be fully implemented with the present grant system, the present rating system and the present system of local government? He felt that a Royal Commission or some comparable body should be appointed to consider afresh the whole question of financing and administering the service of education. He was no advocate of centralization, but he wondered whether the Education Act could become a reality so long as education was tied to other local services.

Dealing with the financial position of teachers, Mr. Gould said that since 1945, the value of the £ had dropped to 15s. 6d. If the Government or the L.E.A.s had suggested a cut of over 20 per cent. in salaries what an outcry there would have been. But there had been no sudden overt cut of over 20 per cent. Instead there had been a steady drop in the value of money, which had had precisely the same effect. Was it any wonder that teachers, like others, were feeling frustrated, anxious, fearful? Was it any wonder that the struggle to make salaries cover constantly rising prices led to unsettlement and a demand for constant revision of salary scales?

#### Retired Teachers.

But undoubtedly the gravest sufferers had been those with fixed incomes, and in the teaching profession obviously the worst cases were those of retired colleagues. It was impossible to say exactly how many of the 66,000 retired teachers were wholly dependent on their pensions, but probably almost all of them. That was something like one pensioner to every four teachers in active service. Whereas in 1938 one retiring teacher in ten allocated part of his or her pension, in 1949, one retiring teacher in twenty-one allocated part of his or her pension. Putting it more simply, the proportion of teachers allocating pensions in pre-war days was double the proportion to-day. Mr. Gould could only conclude that the sheer struggle for existence was so acute that all the pension was required for immediate use, and that in consequence, allocation to dependants was becoming increasingly more difficult, and, in the vast majority of cases, impossible.

Mr. Gould said the Executive of the Union had decided to work with and through the T.U.C. in their attempts to obtain relief for teacher pensioners because this was the only way of bringing sufficient pressure to bear on the Chancellor of the Exchequer. The reason for this channel of approach was that if the Pensions (Increase) Act had been an offshoot of the Teachers' (Superannuation) Act, the Union could have approached the Minister of Education direct. But the Pensions (Increase) Act was a separate measure, designed to ameliorate hardship arising from the higher cost of living between 1938 and 1944, later amended to 1947, and it applied to pensioners from various occupations, including Civil Servants, Local Government Officers, Police, Firemen and other classes of public employees, as well as teachers. Obviously representations regarding an amendment of the Act could be made by the various occupational groups acting independently, or by all working in concert. The Union had decided on the latter method, and for sound reasons. First, Mr. Gould believed it to be outside the bounds of political possibility for the Chancellor to promise relief to teacher pensioners, leaving many other groups, mostly with lower pensions, untouched. Secondly, other groups had tried unilateral action and had not only failed, but in Mr. Gould's judgment, worsened the position.

The Chancellor of the Exchequer had been asked in the House of Commons to increase the pensions of Civil Servants and Post Office workers. In both cases, the answer had been the same. The Chancellor could not hold out any hopes of an amendment of the Pensions (Increase) Acts. Whilst one could appreciate the anxiety of the various groups, Mr. Gould feared the Chancellor's constant reiteration of "No" was not helpful to negotiations. The Executive had therefore decided to work with and through the T.U.C. in the belief that it was the only way of bringing sufficient pressure to bear on the Chancellor to produce results. But, Mr. Gould pointed out, there should be no misunderstanding; even this procedure was unlikely to yield an easy victory. For the aggregate amount involved was no meagre sum to be easily wrenched from the Government.

#### Widows' and Dependents' Pensions.

Mr. Gould then outlined the Union's efforts to secure a scheme of pensions for widows, orphans and dependants for teachers, pointing out the complications which were involved and the obstacles which had to be overcome.

#### Supply of Teachers.

Dealing with the supply of teachers, Mr. Gould said that for some years the greatest demand would be for women teachers. To get them, sufficient training college accommodation and a sufficiency of recruits were needed. Last year with difficulty, and with a careful combing of all sources of supply, the colleges were almost full. Of the women accepted, about two-thirds came straight from grammar school, and the greater part of the remainder came from the ranks of temporary teachers. It was obvious that the supply of entrants from the ranks of temporary teachers was well-nigh exhausted, so that the schools as the main source of supply had to be considered. Last year, of the total number of girls leaving grammar schools at the age of 17½ years and over, and who had not proceeded to the university, the training colleges took 57 per cent., which was perhaps as good a percentage as could be expected in the circumstances. Thus the only large scale improvement in the supply of teachers appeared to lie in a substantial improvement in the number of girls remaining at school until the age of eighteen.

This year, with many fewer temporary teachers offering themselves for training, the position was likely to be desperate. This would be a real testing time for teachers and college principles. The problem to be faced was this—to secure enough students should standards be lowered? Mr. Gould asked his audience would they rather have larger classes with well qualified teachers, or smaller classes with less well qualified teachers? In short, were they prepared to sacrifice quality for quantity. His own answer was definite—he would plump for quality every time. It was well-known that the minimum standard required on entry to training college was the old school certificate or its equivalent. "Equivalent" was a word capable of varying interpretations. He agreed there should always be a means of entry for the exceptional student, even without the academic qualification, but he would like training college principals to know that the teaching profession expected the exceptional really to be exceptional. Last year, 143 women and fifty-eight men students were admitted to training college without the formal qualification of a school certificate. No doubt many of them were exceptional candidates who should have been admitted, but he would be much happier if he found a more even spread of such students and less concentration in certain colleges. This year the temptation to lower standards would be acute and Mr. Gould begged all training college principals and the Union's representatives on Area Training Organizations to insist that only in cases which could be thoroughly justified should candidates be admitted to training without the minimum academic qualifications.



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### Teachers' Salaries.

Dealing finally with the question of salaries, Mr. Gould said there was a social trend which was affecting adversely the economic position of the serving teacher and the salaried classes generally. In his opinion in pre-war days much manual labour was grossly under-valued but to-day there was clear evidence of a tendency grossly to under-value administrative, technical and professional skills. In the case of many manual workers, wages had increased sufficiently to compensate, and more than compensate, for the increased cost of living. Of how many civil servants, local government officers and teachers could this be said? He thought very few indeed, and those only in the lowest grades, or at the minimum of the scales; in fact, at those points where more attention was needed for recruitment purposes. But length of service, additional qualifications and increased responsibilities were all under-valued. The professional classes, including the teacher, were getting too small a share of the national income.

### Architecture in the Service of Education since the War.

"Seen from the point of view of the architectural profession, you must emerge as one of the two most powerful and important clients; the other, of course, being 'housing.' You have never occupied this position before and it gives you another unique opportunity both because your work attracts more architects than ever before, and because it is attracting the best of the profession," said Mr. S. A. W. J. Marshall, Chief Architect to the Ministry of Education, to a meeting of members and officials of education authorities held in connection with the Annual Conference of the N.U.T.

Mr. Marshall went on to say that the changed attitude of mind towards free education was also having a profound effect on the architect's approach to educational building. In the past he was encouraged to focus his attention first on 'things,' on objects and physical standards, and later on 'people.' Now the whole emphasis was reversed and the architect was encouraged to concentrate on children first and foremost, on their changing needs as growing human beings, and to work from there towards the design of their surroundings and equipment.

Mr. Marshall said that educationists were demanding about 400 new schools a year—a far larger number than in any other period of history. He outlined the standards of school building which were at one time considered adequate for primary and secondary schools. In the former, it was considered that most of the classrooms and their equipment could be exactly similar and ancillary accommodation was treated in the same way. In secondary schools, as each new specialized subject was introduced into the curriculum, the specialists worked out an appropriate room for it and added it to the list. In this way, the needs of the school were examined in a series of separate compartments by the educator, but the arrangement of one compartment in relation to another comprised the design of a school, and this was the province, not of the educator, but of the architect.

Mr. Marshall went on to explain that every time a room was treated as a water-tight compartment, it had to have its attendant circulation space. Large numbers of rooms connected by corridors like beads on string usually induced a most unfortunate environmental effect in human beings. The big school conceived on this pattern was nearly always institutional in character, complicated the lives of the children as well as of the staff, and failed to create an environment in which a satisfactory corporate life could be developed. "One part of it," added Mr. Marshall, "looks so much like another that rooms can only be identified by their numbers, and it must be difficult to avoid treating their occupants as numbers too!"

"The educator's influence on school design was usually limited to stating the requirements of individual spaces and

the architect took over from there. It is clear that there was and often still is, an awkward gap, a gap that can only be filled if the educator can go further with the process than the requirements of individual rooms. He must have a say in the less easily definable needs of environment. But, in order to do this, some educators must have the time and the inclination to learn a lot more about the architect's problems. It is equally clear that the architect, if he is to start by considering 'people' and then move outwards towards 'things,' must know much more about educational needs from the children's and teachers' points of view."

Dealing next with the architect's point of view, Mr. Marshall said he was working in a period of great and rapid change; of social change, technical change, and aesthetic change. The architect could not produce an efficient as well as a beautiful building unless he knew much more about the latest developments in, say, lighting and heating—and considerable advances had been made by the Building Research Station in those fields. Then there were the well-known, but no less hampering shortages of materials and man-power. He also had to cope with numerous regulations and administrative processes. Mr. Marshall told his audience that if they did not like the look of the buildings their architects produced, they should get new architects, but they should not let anyone curtail their aesthetic liberty, or they would see the end of live architecture. Qualified teachers had the right to teach in any way they considered appropriate. They should accord their architects similar privileges. The sum total of the architect's problem must be seen against the background of the tremendous scramble to erect buildings in time. He thought, however, that his audience would agree that, in spite of all the difficulties, the new post-war schools had reached a far higher educational standard than their predecessors.

### The New Vice-President

Mr. C. A. Roberts, J.P., who was elected Vice-President, has been a member of the Executive since 1938. He is the son of a past-President of Notts. County Association and was educated at King Edward VI School, East Retford, whence he proceeded to the Westminster Training College. After war service he began his teaching career in Birmingham, at Smith Street Boys' School and Somerville Road Mixed School. He was appointed Head Master of Bloomsbury Junior School and later became Head Master of Hobmoor Road County School. Mr. Roberts has for some thirty years been actively concerned in the work of the Birmingham Association of the Union, becoming its President in 1933. As a member of the Executive he has been Vice-Chairman of the Education Committee from 1945 to 1947 and Chairman from that date to the present time. Mr. Roberts will automatically become President of the Union at Easter, 1952.

### Shakespeare Courses in Devon

Mr. Michael MacOwen will be the principal lecturer and producer at the special course on Shakespeare at Dartington Hall this Summer, July 27th to August 12th, organized by the Training Department of the British Drama League. The programme will be concentrated upon the study of Shakespearean production. Students will make an intensive study of the conditions and style of acting and production which prevailed in Shakespeare's time and their relation to problems of presenting the plays to-day. Practical classes will be held in the beautiful old Richard II Banqueting Hall at Dartington and, weather permitting, in the open-air theatre, which was once a tilt-yard. This Course should be of particular interest to University students and educationists as well as producers, and some bursaries are being offered to foreign students. At the same time a general Production Course and a Technical Course will be held at Dartington Hall and at Foxhole School on the Estate.

### Conference of Esperantist Teachers

The Society of British Esperantist Teachers held its annual Easter School in Folkestone. The chief aims of the Society are to develop the teaching of Esperanto in schools and to co-operate with teachers in other countries for the same purposes.

Members of the French Esperantist Teachers' Society took part in the programme, and one of the most interesting lectures was given by M. Jean Deguilly of Chaumont, who has taught in England as well as in France, on "The differences between the English and French systems of education." Small discussion groups dealt with a number of themes of general interest in order to exchange ideas. Lectures were given on the teaching of Esperanto at different levels—elementary and advanced.

The members have had experience in schools of different types—technical, continuation, grammar schools, secondary modern, and primary schools, as well as evening institutes. Travel experiences naturally occupied part of the programme, one lecture dealing with life in Argentina was given by Mr. W. Goodes, Romford, who was for nine years head master of the English school in Rosario.

During the week, the Conference listened to broadcasts in Esperanto from France, Sweden and Switzerland. All lectures and discussions, as well as social evenings, have been entirely in Esperanto. Folkestone Esperantists were most helpful in arranging excursions and in accompanying the members of the Conference to places of interest near Folkestone, thus giving both the French and British visitors a thoroughly enjoyable time. The British Society is a member-society of the International League of Esperantist Teachers, which has branches in France, Finland, Germany, and Holland, and representatives in twenty-three other countries, inclusive of Japan and Brazil.

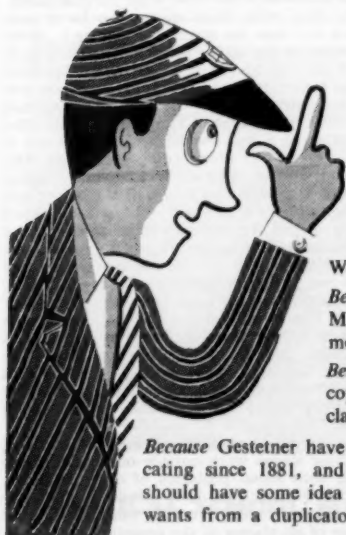
### National Committee Conference on Visual Aids in Education

The National Committee for Visual Aids in Education, assisted by the Educational Foundation for Visual Aids, propose to hold a Conference on June 1st and 2nd, at the University of London, Senate House and Institute of Education, Malet Street, London, W.1. All local authorities, teachers' groups and other interested bodies are being invited to send representatives. To mark the importance of the occasion, the Minister of Education has agreed to open the Conference.

The programme has been agreed by the National Committee. It will include general sessions dealing with subjects such as the present position with regard to research in visual aids and practical problems of the procedure for using projectors in schools. Other sessions will deal with topics, including film appraisal, the functions of teacher advisers, use of films in specific subjects and use of static and moving visual material. The primary purpose of these sessions will be to exchange, on the widest possible basis, information on the developments which have taken place in recent years in various aspects of the technique and use of visual aids for teaching. It is hoped that in this way those techniques which have proved successful in practice, will be known and used as widely as possible in education.

The Conference will also consider the activities of teachers' visual aids groups and the establishment of a committee giving their groups direct representation to the National Committee.

In addition, it will provide the opportunity for releasing a number of new teaching films. Programmes of these and other recent films will be arranged for those attending.



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# Where does the Welfare Officer Stand in Relation to the Child, the Parent, and to Society in General

By MR. J. H. MORGAN (BRADFORD)

The Sixtieth Annual Conference of the Education Welfare Officers' National Association (which was founded in 1884) was held on March 24th and 26th, at Ilkley, Yorks, and was attended by some eighty delegates, among them officers from Scotland, Northern Ireland and Wales, as well as from every part of England.

The new President, Mr. J. H. Morgan, was inducted by the retiring President, Mr. F. G. C. Elwick (Nottingham).

Having dealt with several Association domestic matters, the president, in his address, said:

"As everybody knows, the face of education has undergone a profound change in the last fifty years, but what is not realized to the same degree is the fact that the functions of the officer have also radically changed in this rapidly developing educational world. In the bad old days, so far as the industrial north is concerned, poverty was abounding, housing conditions for the workers were abominable; rows of mean streets with cellar kitchens and basement living quarters; back to back houses; no baths and no gardens and primitive sanitary accommodation. There was a heavy infantile death rate and large families in overcrowded dwellings. Trade unions were few and wages were low, whilst casual labour was the rule rather than the exception. Drunkenness was rampant and hours of labour were long. There were no pension schemes but cheap female labour and cheaper child labour. The half time system flourished to feed the greedy maw of a predatory industrialism. Such was the world of fifty years ago. Could not some of our teachers and officers who are now in retirement, tell of the effects of such a system? Not so much the teacher's difficulty of trying to interest their young charges in whatever subject they happened to be taking, but of the impossible task of trying to keep awake the children of tender age who had started off to work on a dark winter's morning say at 5-30 with nothing but a slice of bread and a weak cup of tea to begin a morning's work, with a slight break for breakfast. What opportunity had the education reformers in those days? When we realize their difficulties we must pay tribute to those gallant souls who, in season and out of season strove against innumerable odds to improve the lot of the ordinary child. School feeding, an improving medical service, dental surgery, an ophthalmic service; milk in schools; special schools; camp schools; free entry to high schools; wider opportunity to more specialized education; a higher school leaving age. The virtual abolition of child labour and a general realization on the part of the community that the child is a precious heritage and that no wise, modern State can afford to ignore the responsibilities it carries to safeguard the welfare of those who, for the time being, are committed to its charge. The boy and girl of to-day is the man and woman of to-morrow, a well educated democracy in a modern welfare State is well worth the price we pay for it and returns good dividends. A soulless State that shows scant regard for the well-being of its citizens can expect nothing but sullen apathy when the structure of that State is imperilled.

## The Officers' Place in Progress.

"In this age, then, the child is enthroned with innumerable protective rights and the officer throughout the years has played his part in bringing that about. A survey of our Conference resolutions in the past will show

that our Association has been in the vanguard of educational progress. The old time officer concerned himself solely with school absence. The opprobrious epithet of 'kid catcher' may have had some meaning in those days but to-day it is more obsolete than the sedan chair or the hansom cab. The officer of to-day recognizes that he is a welfare worker in the fullest meaning of the term. Instead of the 'bogey man' of the past he enjoyed a steadily increasing recognition of the fact that the welfare of the child is uppermost in his mind. The day to day contacts with the child, the home and the family has generated a feeling that the officer is genuinely a guide, philosopher and friend. The activities of the Association in its efforts to show the need of attention to the case of the deprived child is an illustration of its latest endeavour to focus attention on a need for reform. Parliamentary action has followed in the wake of our appeal and we are confident that concrete measures will be adopted to meet this problem. What we do complain about is that the 'powers that be' do not yet recognize that our Association has something valuable to offer if it is consulted. It appears at times as though there is an indecent fight as to who shall have possession of the child.

## Too Much Overlapping?

"There is a danger that far too many organizations tend to be set up in the interests of the child when the machinery already exists to deal with what appears to be a new problem. Is there not now too much overlapping? Why should not the officer be the all purpose officer, seeing that he and only he is the one who is in the closest touch with the family? The father, mother and the children are not just names on an index card to the officer. They are something far more than that. They are people like himself with similar likes and dislikes. They are not a race apart but sentient human beings with all the responsibilities and worries inseparable from membership of a modern complex society, and how well the officer has familiarly identified himself with those problems. Repeated contacts have developed an intimacy that provides the officer with a detailed family history denied to almost any other social or welfare worker. How can anyone without such advantages get a correct picture in a fleeting visit compared to the officer who has close and intimate contact with the family over the years? He has invaluable information that should be of inestimable benefit to social workers of all kinds. Youth leaders, church workers and so on who are in any way playing their part in child development would be enriched by closer contact with the officer and probably many of their difficulties would be more quickly remedied.

"The need for the all purpose officer is gradually being recognized by those whose work outside our ranks brings them into touch with social problems of different kinds. In Parliament, the Home Office have admitted that only Health Department nurses and ourselves went into a great number of homes of all classes of the community.

"The King George V Jubilee Trust enquiry into club work think that we might co-operate more with club leaders, giving them details of the home life of their members or potential members.

"Professor J. C. Spence (Professor of Child Health, Durham University) speaking at the British National





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Conference on social work said he held strongly to the view that in social work a man should belong to a community, and that he should stay in an area and not use his work as a stepping stone to something else.

"In this connection he made a plea for the all purpose social worker. He or she should live in a 'parish' (being responsible for a fairly small number of families). The help of specialists would have to be called in from time to time, but this should only be done with the connivance and through the introduction of the resident social worker.

"Why not voluntary child care organizations made up of Parents, Probation Officers, Teachers, Education Welfare Officers, the Clergy and others who are interested to deal with problem families by way of community help?

"Personally, I am pleased to see that at long last the semi-hysteria that was prevalent in recent years with regard to so-called juvenile delinquency is gradually dying down and I shall be surprised if in the coming years we have to deal with a recrudescence of this so-called evil.

"Statistics do not tell the whole story. We all know that in our boyhood, foolish pranks and boyish mischievousness were general and that the penalty for being found out met with the summary punishment of either the teacher's cane, the policeman's cuff or father's heavy slipper. It was generally realized on both sides that justice had been done and that left an all-round feeling of satisfaction. I am speaking now of the normal, average, kind of boy, not of the problem child. In former days it was realized that an outlet must be found for the pent-up emotions of the average boy, and mischievousness generally resulted. It was recognized and allowed for.

"We speak of juvenile delinquents and problem children. Would we be nearer the truth if we spoke of parental delinquents and problem parents? Too many parents show

a lamentable lack of interest in their own children's welfare and are only stirred into action when it is too late to do anything worth while. Bad housing; overcrowding; and relative poverty are all factors that breed juvenile delinquency. It is the purpose of a welfare State eventually to abolish these social evils and create good housing conditions, eliminate overcrowding and raise the standard of life of the relatively ill-paid. When that is done I am convinced that juvenile delinquency will go with the evils that created it."

Concluding, Mr. Morgan said no one can say with certainty what the immediate future holds for us, but assuming that the peoples of the world can continue to live at peace with one another, we can look forward to further educational progress as embodied in the 1944 Act. We are, however, living in troublous times and the very thought of a global war in an atomic age is too terrifying to contemplate to those with sufficient imagination to picture its terrible consequences and horrifying course. We can only hope that those who hold the lives and destinies of millions of people in their hands will think and think again before they take the irretrievable step of plunging mankind into an abyss from which civilization as we know it may never rise again.

### Education and the Home

Following a civic welcome, from the Chairman of the Ilkley U.D.C. (Councillor M. E. Midgley) and from the Lord Mayor of Bradford (Alderman A. Ward, J.P.), Conference heard an address on "Education and the Home" from Mr. A. Spalding, Director of Education, Bradford. Never, said Mr. Spalding, had there been such general interest in education and the welfare of the child, as there was at the moment. The 1944 Education Act was an act of faith: it had been passed into law at a time of doubt, and was a reflection of the social conditions of the time, and of current thought.

To carry out the Act there must be a close inter-relationship between school and home: the local education authority now had to contribute to the mental, spiritual, and moral development of the community, to develop the aptitudes of the citizens both young and old, and to prepare folk for the responsibilities of citizenship.

The problems of the education welfare officer had not changed much in the last sixty years. Although most people now recognized the value of education, there were still the indifferent parents: they were the problem, and were not prepared to accept the obligations of parenthood.

Saying that the home was the most important educative factor in a child's life, Mr. Spalding went on to analyse the things which made up a good home (or a bad one), and added that the education welfare officer was as important as the teacher, and was closer than anyone else to the home life of the child. Education Committees should give to the post of education welfare officer the recognition and dignity which it merited.

Conference reiterated its confidence in the policy of the Association with regard to the necessity of a certificated education welfare service: it was not enough for there to be an examination for the ambitious by means of which men could escape to other sections of the service: every district officer should have a diploma as a guarantee of fitness to give the degree of service to the families in his district, which they had a right to expect. It was also agreed that every effort should be made to bring the school welfare services in Scotland up to the standard of those in the rest of the British Isles, and to see that the officers employed in Scotland should be paid a reasonable salary. At the present there was a great disparity between different areas in Scotland with regard to welfare services in schools, and a general low salary level.

Among resolutions carried was one pressing for the extension of cheap fares on all forms of public transport

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for children of compulsory school age, and another which urged that there should be better co-operation between children's departments and all other bodies dealing with child welfare. Also passed was a resolution asking that the 'designated officer,' to co-ordinate work for children neglected in their own homes, should be a member of the staff of the education department in each local authority area.

Conference refused to have anything to do with a resolution which sought to allow parents to take their children to the hopfields without the fear of subsequent court action for absenteeism from school, and would not vote at all on the delicate question of the giving of advice to parents of problem families to seek birth control instruction. It was felt that this was not a matter on which the Association, as such, could bind itself as a matter of policy.

### Raising of School-leaving Age postponed in Northern Ireland

The Northern Ireland Education (Amendment) Bill, just published, deals with the payment of grants towards Employers' National Insurance Contributions in respect of teachers in grant-aided schools and also with the postponement of the raising of the school leaving age.

A Memorandum issued by the Ministry of Education explains that the Education (Miscellaneous Provisions) Act, 1950, permits the Ministry to pay grants to local authorities and managers of voluntary schools to enable them to meet the cost of the employers' share of National Insurance contributions, such grants not to be paid beyond 31st March, 1951. The new Bill extends the existing provisions for a further transitional period of six months ending on 30th September, 1951.

Thereafter, the Bill proposes that the following provisions should apply:

- (a) Grant will be payable at the rate of 100 per cent. to Local Education Authorities and to the managers of Voluntary, Primary and Intermediate Schools if the managers place their schools under "Four and Two" Committees.
- (b) Grant will be paid at the rate of 65 per cent. to the managers of Voluntary, Primary and Intermediate Schools which are not placed under "Four and Two" Committees and to the managers of Voluntary Schools for which "Four and Two" Committees are inapplicable, i.e., Grammar, Nursery and Special Schools.

The provisions of the 1947 Act relating to the constitution of "Four and Two" Committees for Voluntary Schools require clarification particularly as regards the financial responsibility of the two members nominated by the Local Education Authority. The existing uncertainty is thought to have deterred members of some Authorities from accepting nomination to the Committees. The Bill, therefore, provides that members of "Four and Two" Committees will only be responsible for carrying out their functions to the extent to which funds are made available to them.

Clause 11 of the Bill substitutes 1st April, 1953, for 1st April, 1951, as the date for the raising of the school leaving age to fifteen.

A former British Council scholarship holder from Australia, Mr. Robert Haines, who studied Museum and Art Gallery Administration at the Courtauld Institute (January, 1949—March, 1950), has been appointed Director of the Queensland National Art Gallery.

## The Universities and Industry

### Study of Relations in America.

A Team, under the auspices of the Anglo-American Council on Productivity, is now visiting America to study the relationship between Universities and Industry in that country. The Team includes a Vice-Chancellor and three Professors of Universities in the U.K., a secretary of a University Appointments Board, two Principals of Technical Colleges, four representatives of industrial management, a representative of the Ministry of Education and a representative of the T.U.C. Education Department. The Leader is Dr. Dunsheath, a Director of Henley's Telegraph Works Co., and also Chairman of Convocation of the University of London, and the Secretary is Mr. Fleet, Assistant Secretary of the Association of Universities of the British Commonwealth.

Subjects for study include the education of graduates and their employment in industry, the interchange of staff between Universities and Industry and the provision of research facilities. The enquiry will embrace not only scientists, engineers and other technologists, but men and women from all faculties at both graduate and post-graduate level.

The dollar costs of the visit are borne by E.C.A. whose New York office prepared the itinerary in consultation with representatives of the Universities and of Industry in the U.S., and which will include visits to a number of American Universities, industrial plants, and conferences with educational and industrial organizations.

The book issues from the Somerset County Library for the December, 1950 quarter, show an increase over the corresponding quarter in 1949 of 15,488.

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# National Union of Women Teachers

This year's Annual Conference at Tunbridge Wells was aptly welcomed by a woman Mayor, Councillor Miss M. Wells, who was supported, among other notable people, by two Members of Parliament, of which one was a woman (Miss Pat Hornsby-Smith).

Motions put forward by the Central Council included suggestions for encouraging more women to enter the teaching profession. Grave concern was expressed at the present disastrous shortage of women teachers and a plea made for a fundamental change in attitude towards the employment of women teachers. Particular attention was also drawn to the failure of the Government to implement the 1944 Education Act, and the serious deterioration in educational conditions. Equal pay and equal opportunities

for promotion for men and women teachers; equal facilities for technical education for girls and boys; the intrusion of the schools meals' service upon the time and energy which should properly be given to the education of the children; the need for improving school buildings in rural districts—all these subjects found a place on the Conference Agenda. Attention was also drawn to the plight of retired teachers whose pensions do not keep pace with the continuing rise in the cost of living.

The new President, Miss M. Brown (Rugby) was inducted by the retiring occupant of that office, Miss H. K. Allison (West Ham), who then announced the result of the poll for Officers and Council. The new Vice-President is Miss N. M. Turner, B.A. (London).

## Much Done, and Much Designed, and More Desired

Delivering her presidential address, Miss Brown said: "This phrase written by Wordsworth epitomizes our views on Education in this country. Much has been done, as we are bound to admit when we remember that popular education was not regarded as the nation's business before the year 1833 when the first grant was made for Education—a grant amounting to only £20,000; and that when this grant was increased in 1839 to £30,000, it still represented less than half the cost of the Queen's coronation. We must remember, too, that it was not until the passing of the Education Act of 1870 that the infants' school was recognized as an integral part of the national system of Education; that it was not until 1880 that elementary education was made compulsory, and not until 1891 that it became free. And it was not until 1902 that the Balfour Act established Local Education Authorities and empowered them to provide a network of secondary schools.

"Clearly, then, much has been done and great advances made from the days of 1816 when Lord Brougham's committee reported that half the children of the metropolis were totally uneducated and that, of the rest, only a small proportion learnt to read with ease and still fewer to write or cipher.

"Much has also been designed. The Education Act of 1944—that master development plan which had its birth while we were still engaged in the greatest war of our history—designed the framework of a reformed and greatly extended system of national education.

### What is Desired?

"What then is the more which is desired?

"One of our greatest desires is for the full implementation of the Education Act. It is now six years since the passing of the Act and there is still little sign of the fulfilment of many of its provisions.

"Nursery education—far from being extended as designed—has again been a front line casualty as it was in the economy drive of 1931. Moreover, the development of wartime nurseries and their continuance as day nurseries has given rise to a serious misconception of the true purpose and nature of nursery education, and has fostered the erroneous idea that day nurseries are adequate substitutes for nursery schools or classes. It is our earnest desire that nursery education shall hold its rightful place in our educational system and that it shall be available for all children.

"By making school attendance compulsory at the age of five years, a lower age than that in any other country, Britain earned the right to be regarded as the home of the

infants' school. Surely, then, such a peculiarly British institution deserves better treatment than it has hitherto received. The Ministry of Education has advised that where there are 100 infants they should form a separate infants' school. We should like to see this principle enforced so that the infants' department receives the consideration it deserves, with its own head teacher trained for her specialized work, and that it shall no longer be treated as an adjunct of the junior school.

### Secondary Education.

"One of the fond hopes of the junior school teacher when the Act was passed was that her school would be freed from the bugbear of the Scholarship Examination. This still remains one of our great desires for, although the Scholarship Examination—as such—has ceased to be, it still exists under the guise of Grammar School Admission and the position is, if anything, worse than before the passing of the Act. Owing to the scanty provision of secondary technical education and the fact that the majority of secondary modern schools have, as yet, little more to offer than the senior department of the pre-1944 elementary school, parents are pressing more anxiously than ever before for their child's admission to the grammar school, even though that may not be the type of education most suited to the child's abilities. In order that our junior schools may lead their own unfettered existence and that children may not be pressed into a form of secondary education for which they are not suited, we desire what we have been led to expect—secondary technical and modern schools having parity of esteem with the grammar school, a parity of esteem which will only be achieved when amenities and equipment are of equal standard. And, as well as parity of esteem between the schools, we desire, also, that they shall offer parity of conditions and equal educational facilities for girls and boys. Girls with a mechanical bent must not be fobbed off with commerce or needlework; neither do we see any reason why these should be regarded as essentially a girl's province.

"The Education Act also laid down that it would be the duty of Local Education Authorities to secure for persons over compulsory school age full-time and part-time education by means of county colleges and facilities for adult education. Living, as I do, in the only town in this country which has had a compulsory Day Continuation School for thirty-one years, which has, also, outstanding facilities for technical education and an excellent centre of adult education, I do most earnestly desire the fulfilment of this section of the Act so that all people, everywhere, may have similar facilities to those enjoyed by my own fellow townfolk.

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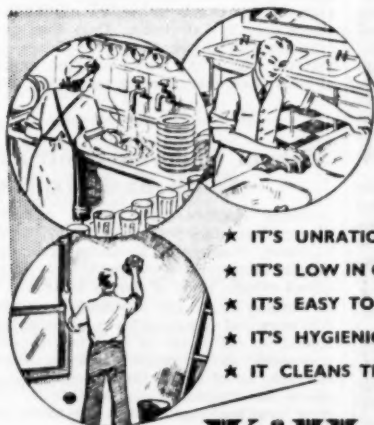
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### Handicapped Children.

"And what of the special educational treatment for children suffering from some disability of mind or body? Local Education Authorities were enjoined by the Act to safeguard the interests of these children, and the Minister determined nine categories of children who would require special educational treatment. It was estimated that approximately 143—171 in every 1,000 children would need some form of special treatment, i.e., somewhere between 797,000 and 953,000 of our school population. In January, 1949, only approximately 5 per cent. of this number were in special schools. I realize that this takes no account of children being educated in special classes in the ordinary schools, but the fact remains that, for the great majority of handicapped children, no provision has yet been made. I was appalled, some months ago, to read of a member of an Education Committee who questioned whether an increased expenditure on special schools was warranted as he felt that the provision of such schools was in the nature of an ideal hardly justified at the time. Handicapped children are already facing life at a great disadvantage and I feel that it is the duty of everyone to ensure that these children shall not have to suffer from the additional handicap of trying to adapt themselves to the difficult conditions of our overcrowded classrooms where their special problems cannot possibly have the attention they need.

### Size of Classes.

"So far I have spoken of our desires in connection with the fulfilment of the Education Act, but we have desires also for the improvement of educational planning, notably for a reduction in the size of classes in the primary school. Who was responsible for the entirely fallacious idea that it is easier to teach forty young children than thirty older ones? Surely no one who ever had charge of a class of forty to fifty infants. Board of Education Reports, published in 1931 and 1933, both refused to accept the view that classes in primary schools could properly be larger than those of senior schools. Yet, Ministry regulations in force to-day provide for classes of thirty in secondary schools and forty in primary departments. One is tempted to ask whether the Ministry reads its own publications! We realize that, with the present shortage of teachers and accommodation, it is impossible to reduce, immediately, the size of classes, but we do urge that the Minister acknowledge the work of the primary school to be of equal importance with that of the secondary, by laying down the guiding principle that no class in any type of school should exceed the thirty prescribed for secondary schools."

Dealing with the subject of national economy Miss Brown said: Unfortunately, the Education service is not regarded as being as sacrosanct as some other services, and one direction in which the economy cuts are being felt is in expenditure on school buildings. In new schools, amenities are to be drastically curtailed, but even more regrettable is the fact that less money is to be available for the improvement of those older buildings which still house a considerable proportion of the school population. The Board of Education Handbook of Suggestions, published in 1937, says: "The school cannot perform its function adequately unless the premises are an example of what we naturally associate with a civilized life. Thus the building should be dignified and pleasing as well as conducive to health... The school should, in short, be a source of comfort and inspiration to the children while they are young." "We desire," Miss Brown continued, "that our school buildings should present, at least, some semblance of civilization, and that the Minister should resist any cuts in educational expenditure which would entail the existence of the appalling and primitive conditions which still prevail in numbers of the schools of this country to-day."

### Extraneous Duties.

On extraneous duties the president said: "We should also like our schools to serve the purpose for which they were built, and our teachers to be able to devote their whole energies to the work of teaching. A classroom or hall which has to assume the function of dining-room for part of the day cannot but suffer some curtailment of its true purpose. And the teacher, who has to dissipate her energies in the supervision of school meals for the greater part of the dinner hour, cannot but be less effective as a teacher in the afternoon, than if she had been at liberty to relax, free from the strain of inducing children to eat a meal which often seems to be distasteful to them, and of exhorting them to drink water with it, in pursuance of the latest ideas of the Ministry's medical advisers!"

Having dealt with the attitude of parents and magistrates towards school attendance and absenteeism, the shortage of women teachers, and the question of equal pay, Miss Brown concluded by saying:

### Freedom of the Teacher.

"Recent events compel me to voice yet another desire—a desire which should not have to be expressed in a country which has so greatly cherished its tradition of freedom of thought and speech for the individual. We desire that teachers shall not be deprived of that freedom which is their right as citizens of this country. The guiding principle in the appointment of teachers should be their ability to discharge faithfully the duties of their office, and not their membership of any organization, professional or political. A teacher should not be debarred from following his profession because, in private life, he holds views contrary to those of the great majority of the population, neither should he be refused employment because he fails to provide for his employer proof of membership of a professional Union. We deplore the actions of the Middlesex Education Committee and the Durham County Council in taking unto themselves the liberty to deny liberty to others.

"And one last desire which we must surely hold in common with all right-thinking people the world over—that the war clouds may disperse and that all men everywhere may live at peace. Only thus can we achieve the fulfilment of all our desires. May we hope with Vera Brittain that: 'All we have willed, or hoped, or dreamed of good shall exist, not its semblance, but itself.'"

## School Children Contribute to the South Bank Exhibition

School children aged 14/15, attending twenty-nine Modern Secondary Schools in cities and villages in England, Scotland, Wales and Northern Ireland, have for many months been working on special "projects" depicting their school village, town or county in 1851.

Working in and out of school hours, the children delved into town and village archives, consulted oldest inhabitants, looked up old copies of local newspapers and in general, undertook an impressive task of historical and social research, all of which they have set down in reports and charts and translated into historically accurate models of their local buildings, homes, costumes, etc., in 1851.

These projects were undertaken at the invitation of Col. B. W. Rowe, who is responsible for the "New Schools" Pavilion of the South Bank Exhibition.

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# The Teacher's Role in Education

*Presidential Address to the National Association of Schoolmasters  
by Mr. W. Arthur Taylor, B.Sc.*

No less than thirty-four motions had been tabled for the twenty-ninth Annual Conference of the N.A.S., held this year at Weston-super-Mare, ranging over many varied subjects from salaries and pensions to the charge for school meals.

The conference was welcomed by the Mayor, Alderman T. W. R. Procter, J.P., supported by a platform of prominent people in the local educational world.

Mr. W. Arthur Taylor, B.Sc., the new president, was inducted by his predecessor, Mr. G. B. Bell, B.Sc., and delivering his presidential address said the importance of education in our community has been demonstrated much in recent years by the attention paid to it by all. The Government White Paper, "Educational Reconstruction," published in 1943, commenced with the quotation:

"Upon the education of the people of this country the fate of this country depends."

In itself the quotation indicates the importance attributed to education but the high measure of this importance was further exemplified when the Government of the day, whilst engaged in the severest war ever waged by this country, could turn its thoughts to education and secure the passing of a new Education Act before that war ended. This ability to look forward even when the future is by no means certain is inherently British. This, said Mr. Taylor, is an illustration of the value placed on education in high places, but the interest is not limited to that sphere. It spreads through the community as a whole.

"The average layman on hearing the word 'education' immediately thinks of 'school' and this thought is succeeded by 'teacher.' We all could quote examples illustrating this. Wherever we meet with other people we are expected to know all about education. This may indicate a rather narrow conception of the subject on the part of the many, but we should regard it as a compliment, carrying with it a duty. We are regarded not only as the providers of education in the narrow sense, but also as its custodians in the broader sense. When the average man wants advice on the education of his children he comes first to the school and the schoolmaster. When an authoritative pronouncement is required on educational problems the schoolmasters and schoolmistresses, either singly or collectively are required to give it. This means that not only must we think of teaching in the schools but we must also watch over the whole process of the child's education. It is, therefore, our task from time to time to view the whole field of education.

"In the schools the teachers are in control of what is done. In our British system there is no direction of what shall be done. I can hardly illustrate this better than by quoting from "Education in 1949":

"The choice of curricula and syllabuses and the methods of teaching are left, as a matter of principle, very largely in the hands of the schools themselves. Observers, particularly those from overseas, frequently ask how in the absence of central direction schools are prevented from developing such wide variations in these matters as to sacrifice the community of knowledge and attainment that a common culture demands. Any adequate answer to this question would refer at least to the traditional role of a great profession in setting and maintaining its own standards . . ."

"On all sides the importance of the teacher in the school is emphasized. He governs what is done in the school and

all expect it of him—the Government, the administration, the parents and the man in the street. That is our responsibility. Let us see we do not shirk it.

"So far as education in the schools is concerned, we must first address ourselves to some of the problems which face us and make our task harder and to some of the influences which try to affect our schools. There are quite a number of people, some of whom have had very little experience in a school, who pose as authorities on education and who say what should be done in the school and even how it should be done. Some who offer suggestions are qualified by wide experience. But, wherever ideas or suggestions are put forward, whether they be from the well-meaning amateurs or the more mature professionals, they should be assessed by the teacher before they are accepted or even applied. We as schoolmasters have accepted the responsibility for what goes on in the schools and, therefore, we must not accept any new idea or apply any new method merely because it is new or because some apparent or real authority suggests it. We must assess it ourselves, even in some cases satisfying ourselves as to the motives prompting its suggestion.

"We all realize the difficulties due to shortage of staff. We have been pleased to welcome our colleagues trained under the Emergency Training Scheme, who are proving their worth now and will do so to an even greater extent when they have profited by the experience they are gaining. Still more staff are needed to reduce adequately the size of classes generally.

"More satisfactory buildings are needed in the case of many of our schools. It is to be regretted that building economies prevent the full expansion of the many development plans already envisaged. One can hardly claim priority for schools over housing or defence requirements, but we hope that what money and materials are available will be used wisely. It always seems unfair that excellent new schools can be built with every facility and amenity, whilst nothing at all can be done for many older schools with cramped space, inadequate facilities and often lack of paint to brighten them up. A few pounds less on a palatial school would not harm it unduly, having regard to the need for economy, but those few pounds spent on improving a little some older school would have a marked effect. Often, too, these poorer and older schools are found in areas where the surroundings are drab and uninteresting. We shall need all our school places for some years to come, so we must try to avoid the situation where some of the nation's children are in palatial schools, with every luxury, whilst some are in poor schools, without some necessities. It would seem that some revision of the method of payment of grant to Local Education Authorities, which would encourage them to work on these lines, is necessary.

## Responsibility in the Citizen.

"Education in the schools is only a part of the whole. The education of the growing citizen is contributed to by what I choose to call the outside world. The world in which the young citizen moves outside school and home, and in which he eventually goes to work. He sees the attitudes and behaviour of the adult section of the population and learns from what he observes. In school the schoolmaster tries to impart to him a sense of values, standards of behaviour and living. If he sees a different code in the adult world outside he is bewildered and the good in him instead of being nurtured is neutralized and stultified. Granting then that the community regards the teacher as

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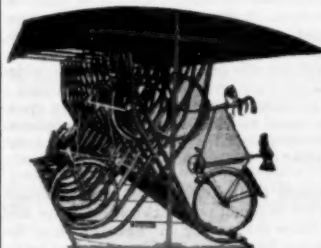
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the custodian of education in general, the teacher must be the 'conscience' of the community in these matters. Therefore, I would appeal to the adult section of our community to ask themselves if they always act and behave in a way that sets a good example to our children both at work and at all times and places. Good standards of honesty, courtesy, fair play and behaviour should be observed by all. I need not develop this. Everyone can assess his own position with regard to these more elementary codes of conduct. There are, however, several prevalent ideas abroad in these days which ought to disappear. One is sometimes referred to as the 'We' and 'They' idea. 'We' constantly demand that 'They' shall put everything right for us, while 'We' just as constantly condemn 'Them' for their ineptitudes. It is a comfortable doctrine as it absolves 'Us' from all responsibility. This is probably the root cause of much unrest nowadays. It leads to the general unwillingness to accept responsibility not only by the rank and file, but even by those who hold positions in which they ought to assert themselves. They hand on decisions to some one else higher up, just the reverse of what is expected in the education system. Hand in hand with this goes a general unwillingness to accept authority. Even in a democracy its organization demands that there shall be those who organize and therefore tell others what to do. Those who organize are only really acting on behalf of those to whom they issue orders and so their authority should be accepted in a democracy.

#### Home and Family.

"Finally, in the review of education, I come to the effect of the home. The children of this generation are the parents of the next generation. If their homes do not maintain a high standard and influence the growing child correctly, so will the effect of the home become less and less. Parents can play a large part, more than any other adults, in the formative process of the young citizen. The home must be an anchoring place in the life of the child, something safe and sure in an insecure and uncertain world. Not even the school can fully substitute the place of the home for what may be lacking there. It is not altogether a question of physical environment or even of poverty or affluence which makes the home. It is the people in it. Good home life is found in all stages of the income scale and so is bad.

"The family is traditionally important in the British way of life, and the continuance of our way of life depends on the continuance of the family as the unit of our society. There have been and still are disintegrating influences at work so far as the family is concerned. An indication that all was not well was the fact that a Parliamentary Debate took place as to whom children's allowances should be paid—to the father or the mother. It should not matter in the least if the home is good. The allowances themselves, too, indicate a disintegrating trend. Over the centuries the father has maintained the role of breadwinner and provider for his family. It is his duty and privilege. Maintaining a family is not just another method of spending any spare money a man may have, as some would have us believe. Any removal of the responsibility for the welfare of the children from the father or the mother tends to weaken the family links.

"The greatest danger to the family lies in the demand for the implementation of equal pay between the sexes and in the mentality of those demanding it. Let us look at the question. We must not forget that the idea was first introduced in industry by men to protect men from being undercut by women—to prevent women taking men's jobs. There were no ideas of equality prompting the demand, rather the reverse. The idea was then taken up by clamant feminists who claimed to represent women, but who in fact did not and do not now represent all women. They represent themselves only and do not speak for the vast majority of women, who are the wives and mothers. Impetus was given to this demand for equal pay by the

onset of two wars—wars in which, unfortunately, it became necessary to call more and more on the services of women. They played a great part and nobly, but we must not allow our admiration to dull our sense of perspective and forget the greater number of women—wives and mothers—who also played their part; women who carried on the task of bringing up the family deprived of father; women who had to endure all the horrors of the blitzes and the worry of providing for their families; women who are dependent on their husband's earnings to maintain their family."

Mr. Taylor concluded his address by commenting on the salary question with particular reference to the matter of equal pay and the claim of their Association to representation on any negotiating body set up to consider the question of schoolmasters' salaries.

### Education in the Philippines

Suggestions for improving education in the Philippines are given in a report of a Unesco Mission just published.

Set up in 1949 at the request of the President of the Philippines, the Mission, under the Chairmanship of Professor Floyd W. Reeves of Chicago University, spent some months in the islands gathering information on many aspects of education, visiting more than 1,000 classes in about 400 schools.

The Mission found that the country is faced with many serious educational problems. Facilities for education have never been adequate to meet the needs of the population and during the war a large percentage of all school buildings, with their libraries, text-books, laboratories, and school furniture had either been seriously damaged or destroyed. Many teachers had been killed. They found that classrooms were overcrowded; fewer than half the 65,000 teachers were qualified and that there was a high percentage of illiteracy among out-of-school youths and adults. Great difficulties had also been created by the introduction of a foreign language as the primary medium of instruction.

On the other hand, there were many evidences of educational progress such as the great desire of the Filipinos for education, the sacrifices that parents are making to obtain education for their children, the phenomenal growth in school enrolment, the high quality of educational leadership, and the untiring efforts of teachers and school officials to provide the best education under difficult conditions.

The following are among the main recommendations made by the Mission:

More and better teacher education is needed. Teachers incomes have not kept pace with either the national income or the cost of living. Many teachers are leaving the profession because salaries are too low to support families.

A thorough survey is needed to serve as a basis for long range building plans; minimum requirements should be met within the next two years.

Steps to eradicate illiteracy should be taken immediately. A national plan is wanted, centred round the schools with the schools working in co-operation with community leaders and organizations in order to mobilize all social, cultural and economic forces.

School attendance should be compulsory until the completion of the elementary course or until the child reaches fifteen.

Greater attention should be given to adult education.

To pay for the many reforms suggested, the Mission recommends that the Philippine Government should raise more money for education by taxing luxuries, personal incomes and estates, with a property tax, raised locally, for the support of schools. The Mission also felt that there was a great need for more effective tax collection.



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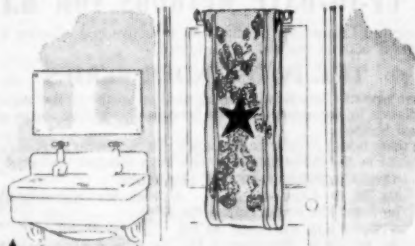
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No. 3309

APRIL, 1951

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## Month by Month

### The Recruitment of Teachers.

The Ministry of Education has revised and brought up to date its "Notes for Intending Teachers," an admirable and factual guide for all who are interested in teaching as a career. The National Advisory Council on the Training and Supply of Teachers reports that all the best endeavours of schools and authorities will be needed to recruit and train enough teachers to maintain present staffing ratios while the increased child population passes through the schools during the next few years. This applies particularly to women teachers. In the Autumn of this year, for the first time since the war, there will be a carry-over of surplus training college candidates from the previous year to provide a nucleus for next year's recruitment. Unless and until the total number of girls staying at school until seventeen or eighteen is considerably increased it will not be possible to get enough recruits from that source. The appeal must be made, as for emergency training, to those who have left school at sixteen or so and taken up other employment. The recruitment of students for training as women teachers is thus a matter which is causing considerable anxiety. This is particularly so in the filling of available places in Domestic Science Colleges.

### Further Education Building.

Two months ago the opinion was expressed in these columns that impossible demands had been made upon local education authorities by the Ministry of Education in Mr. Bray's letter on Proposals for inclusion in the Further Education Building Programme for 1952-53. Subsequent action has shown the justice of the criticism that was then made. Local education authorities found that it would be quite impossible for them to furnish by the 31st March, the mass of detailed information which had been asked for on the 24th January. Representations were made to the Minister accordingly and it is gratifying to be able to report that they were sympathetically received. In the matter of accommodation schedules, some relaxation has been made in the original demand. Even so the Ministry may experience difficulty in collecting from all authorities the other information still required, unless a definite extension of the time limit for submission is announced. The Minister has shown that he will give sympathetic and understanding consideration to administrative difficulties. It is therefore for local education authorities to be frank in admitting that those difficulties are still a matter of concern to many of them.

### Boarding Education.

An interesting experiment comes to an end with the discontinuance by the Ministry of Education of the central pooling arrangement for boarding school places. Some five years ago the Minister appointed a small committee to collect information about boarding places in schools of all types, which might be made available to local education authorities, to circulate these particulars and to establish a procedure by which these pooled vacancies could be applied for by local education authorities and equitably allocated. The Committee undertook and

carried out with admirable efficiency a difficult piece of work. In the five years of operation, over 300 schools offered boarding places for local education authorities' use. Some 600 places have been allocated to authorities by the Committee. It has, however, become increasingly evident that local education authorities prefer to make their own arrangements directly with the schools. It might be added, as we said with reference to Manual of Guidance, Schools No. 1, that many authorities wish to be free to deal with cases as they arrive and with schools connected with or appropriate to those cases. The Ministry thinks otherwise and, legislating by Manual of Guidance, seems to prevent local education authorities from exercising their freedom in this matter. Only sixty-seven places were taken up last year by local education authorities using the central pooling machinery. This shows a very big decline even over the 1949 figures. It is not surprising that some schools have withdrawn from a scheme which seemed to have no future. The closing down of the scheme is a wise and necessary action. It does not mean that the intentions of Circular 120 are in any way repudiated.

\* \* \* \*

#### Human Rights in County Durham.

LOCAL Education authorities have received from Unesco a large folio of pictures illustrating, and notes describing, the Universal Declaration of Human Rights adopted by the General Assembly of the United Nations in plenary session on the 10th December, 1948. Article 20 of the Declaration reads:

"No man may be compelled to belong to an association."

Five months have now passed since the Durham County Council passed a resolution designed to establish that Authority as a "closed shop." In December we expressed our appreciation of the action of the trade and professional unions which were doing all they could to prevent workers from being compelled to join them. In the House of Commons, on the 23rd November, the Minister of Education expressed his disapproval of the action of the Durham County Council. "Teachers should not" he said "be coerced into joining a union by the action of their employing authority." He could not remain indifferent to what might become a "threat to the educational service." If need be he would use the powers which the Act gave him to prevent such a threat being made. It is therefore surprising and indeed deplorable to have to record that, in all these months, the Minister's powers have remained dormant and that the National Union of Teachers has been forced to take the most drastic action in defence of the rights of teachers. At the beginning of the dispute the Secretary of the Association of Education Committees expressed an opinion which would probably be endorsed by the overwhelming majority of Education Committees. Dr. Alexander stated that a statement by the Minister that the imposition of a condition such as the Durham County Council proposed should not be applied to teachers would have removed misunderstanding in its early stages and prevented "a serious deterioration of relations between local education authorities and teachers."

On the 3rd of April, teachers in two divisions of the County began to hand in their resignations, in accordance

with a decision of the National Union of Teachers, the Association of Teachers in Technical Institutions and the four Secondary Teachers' Associations. Thus in the very first step more than a thousand teachers were immediately concerned. It will be remembered that the teachers' associations attempted in vain to settle the issue by negotiation. As the Minister had taken no action, they were compelled to resign in such numbers as to create that "threat to the educational service" without which, apparently, the Minister would not intervene. The unanimity of the teachers when called upon to resign was most notable. Such action in defence of human rights is impressive and should prevent any further action by local education authorities in imitation of Gateshead in 1946 and County Durham in 1950.

\* \* \* \*

#### Crowded Schools.

Thus the *Daily Telegraph* headed a leading article which commented on a resolution passed by the National Union of Teachers at its Easter Conference. The President made a guarded reference in his address to the "stubborn problem" of over-large classes. Both he and the General Secretary recognised the reality and the seriousness of the position mentioned in the foregoing paragraph.

"The recruitment of an ever-increasing supply of teachers, especially of women teachers" said Mr. Prior "for our growing school population, which will remain at the same high level for a period of at least ten years, gives cause for deep anxiety."

Similarly, Mr. Gould in his review of educational administration and finance. This year, he said, "the position is likely to be desperate." The only large scale improvement in the supply of teachers would appear to lie in a substantial increase in the number of girls remaining at school until the age of eighteen.

In spite of these warnings, Conference passed a resolution on the size of classes which, if it could be made operative, would require immediately an increase in the number of teachers which could not be forthcoming. Dr. Alexander informed the Conference that a reduction of classes to a maximum of thirty pupils would mean 60,000 more teachers. It was not surprising that Mr. V. Minton asked the Conference:

"From what source are we to get the required number of teachers, even if the buildings can be found?"

To recruit even 25,000 teachers more than to-day's requirements would, as the *Daily Telegraph* stated, be "obviously an impossibility at present." It may be, as that journal suggested, that the lack of teachers is due to the "natural reluctance of people with suitable qualifications to enter a profession in which salaries are notoriously low." Such a statement ignores the improved salary scales already in operation and too readily assumes that the right people can be "attracted" if only enough inducement is offered. One may have to admit at least the bare possibility that there is some limit to the number of people with the personal qualities and sense of vocation so essential to the work of teaching. It is unfortunate that an influential journal should write of the "huge classes" which make proper teaching and order impossible, and yet ignore the thousands of small classes in schools throughout the country.

**Super-annuation.** NOTHING could be more likely to deter young men and women from entering the teaching profession than any worsening of the terms and conditions governing teachers' superannuation awards. It can with equal assurance be said that by those who are already contributors under the Teachers' Superannuation Acts, particularly those who have given years of service as teachers, any adverse changes in contribution rates or age of optional retirement would be regarded as a breach of faith. Some alarm has been created by the Government Actuary's report and the deficiency which it discloses. Teachers will however remember that their scheme was originally a non-contributory one. It was thus realised from the first that the Exchequer would have to finance the scheme. They know too that the civil servants still contribute nothing towards their own pensions and that they subscribe towards a widows' and orphans' pension scheme on terms which the teachers cannot hope for. Regard would also have to be had to the rates of contribution, benefits and retirement age or ages in the pension schemes of the Police, the National Fire Service, the Local Government Service, the Ministry of Health, the British Electricity Authority, and other public bodies. Some teachers might even wish to look beyond these to the pension schemes of banks and insurance companies.

### Code on Optical Projection Equipment in Schools

The Council for Codes of Practice for Buildings has now issued for comment Code 412, "Installation of Optical Projection Equipment in Educational Establishments," prepared for the Council by a Committee convened by the Illuminating Engineering Society.

This Code deals with the provision and installation of optical projection equipment in schools and other educational establishments, and advises on the choice and location of such equipment. The Code is not applicable where inflammable film is used.

Various types of projection apparatus are described, recommendations being made as to the suitability of each type, and the arrangements required, for use in school halls, in lecture theatres and in classrooms. The equipment described includes standard lanterns, episcopes, epidiascopes, miniature projectors, projection microscopes, manuscript projectors and combined apparatus.

The quality of reproduction of images on various types of screen (both reflecting and translucent) are assessed. Recommendations deal with general considerations, positioning, size, protection against dirt, screen brightness and the placing of loudspeakers in relation to screens.

There are also design notes on general lighting and control of daylight, acoustics and ancillary matters such as seating, ventilation, electricity supply, gangways and the use of test films. Other notes cover installation work, inspection, testing, and maintenance.

The design of a suitable projection trolley is dealt with in an appendix, and there are nine diagrams illustrating projection arrangements and screen behaviour.

The Code is in draft form and is subject to amendment in the light of comments which should be submitted by 14th May, 1951.

The draft carried the usual warning that, during the present abnormal conditions, it may not be possible to carry out all the recommendations.

Copies of the Code may be obtained from the British Standards Institution, 24/28, Victoria Street, London, S.W.1, price 5s.

## Children Act 1948

### Allocation of Functions as between Local Authority and Local Education Authority

The Local Authorities' and Local Education Authorities' (Allocation of Functions) Regulations, 1951 (S.I. 1951 No. 472) made by the Secretary of State and the Minister of Education under Section 21 of the Children Act, 1948, come into operation on May 1st.

The purpose of the Regulations is to provide, where a local authority under Part II of the Children Act and a local education authority as such have concurrent functions, by which authority the functions are to be exercised; and to determine, as respects the functions of a local education authority specified in the Regulations, whether a child in the care of a local authority is to be treated as a child of parents of sufficient resources or a child of parents without resources. The Regulations apply to all children to whom the provisions of Part II of the Act apply.

In framing the Regulations, says a joint memorandum issued by the Home Office and Ministry of Education, the aim has been to secure that children in the care of local authorities should have the same educational benefits and opportunities as other children, including facilities for continued education at universities and other forms of further education and training; and to avoid, as far as possible, administrative processes which would distinguish between young people who are or have been in care, and others.

Regulations 4 and 5 provide that, in respect of a child who is in the care of a local authority

- (a) The provision of board and lodging to enable him to attend a particular day county school, voluntary school or special school, or to receive special educational treatment, and
- (b) the payment of reasonable travelling expenses (otherwise than under Section 55 (1) of the Education Act, 1944) to enable him to attend school or any establishment for further education,

are functions of the local authority.

Regulations 3, 7 (1) (a) and 8 provide that a child in the care of a local authority is to be treated as a child of parents of sufficient resources to pay

- (a) the whole of any sum payable by a parent for meals or other refreshment provided by a local education authority;
- (b) such expenses as may be necessary to enable a child attending a county school, voluntary school or special school to take part in any school activities; and
- (c) such sums as a parent either shall or may be required to pay for clothing provided by a local education authority.

The effect is that expenditure in respect of these items will not be a charge on the local education authority. Such expenditure will, in practice, fall to be met by the local authority, who, whether or not they are regarded as a parent, as defined in Section 114 of the Education Act, 1944, are responsible under the Children Act for the maintenance, accommodation and upbringing of a child in their care.

Regulations 6, 7 (1) (b) and 7 (1) (c) provide that a child in the care of a local authority is to be treated as a child of parents without resources as respects

- (a) the payment of boarding fees at a maintained school (under Section 61 (2) of the Education Act, 1944);
- (b) the payment of fees and expenses payable at a school at which fees are charged (where the local education authority exercise their functions under Section 81 (b) of the Education Act, 1944);



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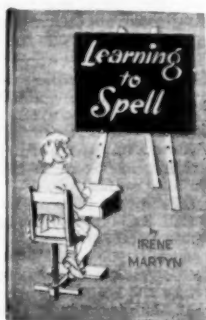
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(c) the cost of any scholarship, exhibition, bursary, or any other allowance granted to a pupil over the compulsory school age by the local education authority (under Section 81 (c) of the Educational Act, 1944).

The whole cost of these items will, therefore, fall to be met by the local education authority.

Under the proviso to Regulation 7 (1) (c), a local education authority is debarred from paying maintenance allowances to parents in respect of pupils over compulsory school age attending school, where the pupils are children in the care of a local authority.

Regulation 7 (2) provides that financial assistance under Section 20 of the Children Act towards the cost of the maintenance, education or training of a person over the age of eighteen who is in receipt of education or training is to be given by a local authority only in so far as his needs are not met by the grant of scholarships, exhibitions, bursaries or other allowances by the local education authority. The contribution of the local authority will be limited, therefore, to the payment of such expenses as are not covered by local education authorities' powers to grant scholarships, etc.—e.g., fees for professional training as an architect or solicitor, and such supplementary sums as may be needed when the grant made by the local education authority is not large enough to cover expenses which parents might reasonably be expected to pay. In considering whether such supplementary assistance is needed, local authorities should consult the current standard figure of maintenance issued from time to time by the Ministry of Education. It is hoped that local education authorities, in making grants under Section 81 of the Education Act, 1944, will do all they can to avoid the need for young people over the age of eighteen who have been in care to receive supplementary assistance from the local authority.

Regulation 3 renders Regulation 10 (1) of the Provision of Milk and Meals Regulations, 1945, inapplicable to children who are in the care of a local authority. The local education authority, therefore, cannot make any remission of the approved charges for school meals or other refreshments for any such child who is a day pupil at a maintained school. Where a child in the care of a local authority is maintained in a home provided by a local authority or in a voluntary home, the local education authority will accordingly look to the local authority in whose care the child is, for payment for the child's school meals or refreshments. If the child is in a home not provided by the local authority in whose care he is, payment may be made either direct by that authority or through the authority or persons providing the home, as may be convenient.

It is particularly desirable that where a child in the care of a local authority is boarded out with a foster parent, there should not appear to be any difference with regard to payment for school meals or other refreshment between the foster parent's own children and the foster children. Authorities are asked, therefore, to adopt arrangements on the following lines:

- (a) if the foster parent's own child or children are not eligible for free school meals, or if he has no children at school, the local education authority should obtain payment for the foster child's school meals from the foster parent;
- (b) if the foster parent's own child or children are eligible for free school meals, the local education authority should obtain the payments due for the foster child's school meals from the local authority.

In some cases it may happen that the foster parent's own child or children would be eligible for free school meals (or for a reduction of the charge) under the authority's income scale but for the addition which the boarding out allowance of the foster child makes to the family income. In order to avoid anomalies, local education authorities are asked, in applying income scales under Regulation 10 (1) of the

Provision of Milk and Meals Regulations, 1945, to exclude children in care who are boarded out in reckoning the number in the family, and also to exclude boarding out allowances, in all cases where foster parents have a child or children of their own for whom a remission of the charge for school meals is made or is under consideration.

Similar principles should be followed with regard to expenses for school meals at non-maintained schools and with regard to the payment of these expenses by local education authorities under the Regulations for Scholarships and Other Benefits, 1945.

## School Meals Service

### Dinner Grant Procedure

In view of the effect which the increase of the charge for school dinners to 7d. on April 1st, announced in Circular 235, may have on the demand for meals and, in consequence, on the running expenditure during 1951/52, the Minister has decided not to comment under paragraph 4 of Circular 203 on the preliminary estimates which authorities submitted in December, 1950. In controlling their expenditure on this Service from the beginning of the financial year 1951/52, says Admin. Memo. 392, authorities should take into account any previous comments made on the level of their running costs, including comments in connection with the fixing of the unit costs for food and overheads for the purposes of grant for 1950/51.

Authorities are requested to submit, not later than the 31st October, next, revised estimates of their running costs for school dinners on Form 220M, which will be issued in due course. An authority desiring advance comments on their estimated running costs as a whole, or on any particular head, may, of course, consult the Ministry or submit a revised estimate at an earlier date.

In a number of areas where the capacity of the Service exceeds the demand, the Memorandum continues, some concentration of the production of meals in a smaller number of units, or other form of re-organization, already appears necessary in order to adjust overhead running costs more closely to output. Authorities are asked to give careful consideration to this problem, with due regard to the standards of the service, and to take account of economies secured, or in progress, when presenting the revised estimates requested above.

With regard to food costs, it will be understood that the increase of the charge to 7d., does not imply that there should be any increase in authorities' expenditure on food per meal on the basis of present prices.

The deputy principal, Mr. E. Bailey, B.Sc., F.R.I.C., has been appointed to succeed Mr. R. E. Beaton, as principal of the Notts. County Technical College, Worksop.

## Plays for Amateurs

There are very few schools to-day which do not at some time during the year put on a "Show" for the benefit of parents and friends, and teachers responsible for these productions (and producers for amateur dramatic societies) will find the "1951 Catalogue of White House Plays" (8d. post free) published by Abel Heywood and Son, Ltd., Lever Street, Manchester, 1, extremely useful. Here they will find a wide variety of play material to meet all requirements—community dramas, full length plays, one-act plays, children's plays, musicals, operettas, farces, etc. Over 400 items are listed for varying casts, both in size and personnel, at prices ranging from 4½d. to 2s., and a great feature is that, subject only to a simple acknowledgment condition, any of them can be performed by schools and amateur societies without royalty or performing fee.

Evidence of the variety available is given in the latest issues from this house. In full length plays (running about two hours) are *Meet the Family*, a comedy starting with a conflict on a golf course (for six males and five females); *Bashful Bill*, a farce (five males and three females); and *The Local Rag*, another comedy based on the activities of the staff of a local newspaper in the absence on holiday of the editor (seven males, three females). Scout troops will be interested in *The Scout Barber*, a humorous sketch for seven scouts; *Discover Danger*, a three-act play for scouts; *A Ghostly Good Turn*, a comedy thriller for five scouts; *Desert Patrol* (four males) suitable for Rovers; and two numbers suitable for wolf-cub packs—*Cub Skruff* and *By the Red Skin's Fire*.

*Going Home*, is a one-act play for four females with its setting in a girls' school, and for six girls and two boys we have a delightful and colourful children's play—*Toys in Judgment*.

For older players there is *A Sword to the Rescue*, a comedy-thriller for seven males, three females and supers; two comedy-fantasies, *Honeymoon Express* (three males and one female) and *Ella and the Burglar* (three males and three females). Of a different type is *Change Partners*, for two males and two females, a comedy built round bad and good moral standards.

A well-mixed bag giving a wide choice according to your requirements.

## Film Strips Reviews

In our film strips reviews last month we regret that in making up, the name of the producers was omitted from strips No. 4839, *Timber*, and 4944, *The Middle East*. These two film strips are issued by Messrs. Educational Productions, Ltd.

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## OFFICIAL ADVERTISEMENTS

### APPOINTMENTS VACANT

**APPLICATIONS** are invited from graduates, preferably in Science, Textiles or Economics, for the position of LECTURER in the DEPARTMENT OF EDUCATION of the INTERNATIONAL WOOL SECRETARIAT. Lectures are given on various aspects of wool in all types of schools, training colleges and clubs throughout the country. Lectures are illustrated with filmstrips and the work entails considerable mid-week travelling. Training will be given after appointment. Salary from £440 (men) and £400 (women), with superannuation (after qualifying period), subsistence allowance and first-class travelling expenses. Applications should be made to the Director of Education, International Wool Secretariat, Dorland House, 18-20, Regent Street, London, S.W.1., within fourteen days of the appearance of this advertisement.

### COUNTY OF RENFREW EDUCATION COMMITTEE

APPLICATIONS are invited for the post of TEACHER of EPILEPTIC PUPILS in the ORPHAN HOMES SCHOOL, BRIDGE OF WEIR, which will become vacant at the beginning of September, 1951. Candidates (men only) must possess a qualification recognised either by the Scottish Education Department or the Ministry of Education and have had experience in teaching defective, and preferably, epileptic pupils.

Salary in accordance with the Teachers' Salaries (Scotland) Regulations, 1951.

Forms of application may be obtained from the Director of Education, County Education Offices, 16, Glasgow Road, Paisley, and applications must be lodged with him not later than ten days after the appearance of this advertisement.

ROBERT URQUHART,  
County Clerk.

**KIRBY LONSDALE.**—OAKFIELD SCHOOL.—WANTED in September, 1951, a resident CLASSICS MISTRESS to teach to Higher Certificate standard. Public Independent school. New Burnham Scale. Apply Head Mistress.

**KIRKBY LONSDALE.**—OAKFIELD SCHOOL.—WANTED in September, 1951, a resident MISTRESS for PHYSICAL TRAINING and GAMES. Public independent school. New Burnham Scale. Apply, Head Mistress.

**GOOD CRICKETER** required to coach first XI and to teach junior forms. Apply, Head Master, Langley School, Norwich.

**REQUIRED** in May, resident FROEBEL MISTRESS for KINDERGARTEN. Burnham Scale. Superannuation.—Mrs. GALT, The Knoll School, Kidderminster, Worcs.

**READING SCHOOL.**—Head Master, C. E. Kemp, M.A. (Oxon) WANTED, May or September, MATHEMATICS MASTER to teach throughout the school and share the work of the Sixth Form to scholarship standard. This is a post of special responsibility, but not a headship of department. Previous experience desirable. Apply Head Master, Reading School, Berks.

**SUSSEX.**—Beaconsfield School, Frant, near Tunbridge Wells (I.A.P.S., recognized School).—REQUIRED in May, resident MASTER to take LATIN to C.E. standard. Stage age, experience, standing, subsidiary subjects, games qualifications, cricket essential, swimming valuable, etc., and enclose photograph.—Apply Head Master.

**NORTHERN IRELAND.**—Foyle College, Londonderry.—There is an immediate VACANCY for an ASSISTANT MASTER to teach CHEMISTRY and PHYSICS up to and including Junior Certificate forms. Should be graduate of a British University. Willingness to assist with non-scholastic activities an additional recommendation.—Apply, with copies of testimonials, to the Head Master, at Lawrence Hill, Londonderry.

### PROPERTY FOR SALE

**MANCHESTER.**—In good residential district, a private school, at present catering for 60-70 pupils, complete with equipment.—Full particulars from John E. Braggins and Co., 3, Grove Street, Wilmslow, Cheshire. (Tel.: 3034).

### ANCILLARY SERVICES

**LONDON, E.16.**—DOCKLAND SETTLEMENT, CANNING TOWN, requires WOMAN CLUB LEADER, some mixed work. C. of E. Communicants, with experience preferred. Apply to the Warden.

### COURSES

#### SEALE-HAYNE AGRICULTURAL COLLEGE Newton Abbot, Devon

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APPLICATIONS are invited from qualified TEACHERS and Students completing their training in 1951 for the above COURSE, which is approved by the Ministry of Education. The Course, which is residential, commences in OCTOBER, 1951, and applications should be submitted to the Bursar, from whom full particulars may be obtained.

The College and Estate of 400 acres occupies an unrivalled position in one of the most beautiful parts of the British Isles.

### MISCELLANEOUS

"THE HANDWEAVER AND SPINNER" for all who teach, study or admire. Is, quarterly, on sale all newsagents or sample copy 1s. 1d. "Handweaver and Spinner," Dane John Old Monastery, Canterbury.

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**INSTITUTO DE ESPAÑA,** 102, Eaton Square, S.W.1.—Term commences MONDAY, 23rd APRIL, until 16th JUNE. Classes and Lectures on the Spanish Language, Literature, etc.

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## GRAMOPHONE REVIEW

There is a real treasure in this month's records:

**Haydn.**—Quartet in C major (Op. 76, No. 3—"The Emperor"). Amadens String Quartet. H.M.V. C4066-7-8. This is the work containing the famous variations on the "Austrian National Anthem" tune. They form the second movement, and are recorded complete on C4067. This is an altogether delightful work, simple, tuneful, easy to listen to at first hearing, yet with enough skill and charm to last a lifetime. What grace! What good manners! What cheerful sanity! If we want our pupils to know the meaning of "good taste," let them hear this music every day. Here is a set of records not on any account to be missed. The youthful Amadens Quartet are well spoken of to-day, and, judging from their playing here, with good cause. String quartets frighten adult listeners, often, it may be, because the gramophone's reproduction of string tone can so easily lose the characteristic and lovely bloom of their playing, but children, it has been noticed, take readily to the quartet. Perhaps, in the quartet, rather than the orchestra, they hear the music instead of the noise! And if any other inducement is needed to persuade you to acquire these delectable records, let your attention be diverted to the colour of the labels: plum.

**Handel.**—Overture—Samson (arr. Prout). Philharmonia Orchestra, conductor George Weldon. Columbia DX1731. A slow movement is followed by a quick and then by a fairly quick one. These are (or are based on) dance measures, and are played in strict time. The opening movement is, perhaps, a little heavy-footed, but the others trip it feathery enough. It is a pleasure to hear Handel played straightforwardly. Is it the recording which makes the orchestra sound a little coarse in tone?

**Paganini.**—Concerto No. 2 in B minor, Op. 7. Yehudi Menuhin (violin) and Philharmonia Orchestra, conductor, Anatole Fistoulari. H.M.V. DBS9558 and DB9589-9590-9591. If you want technical skill, this is the stuff for you. If you want anything else in your music, from edification to entertainment, shun these records. Indeed, the Gramophone Company's note makes no bones about it: "these records are for advanced violin students." If you are not put off by this warning, you may well enjoy some amazingly good playing and some fine recording. Menuhin's skill provokes the thought that the composer's skill provoked in his lifetime. It was more, people said, than mortal man could accomplish to play as he did. He must be inspired by the devil! Menuhin is a fine artist as well as a fine executant. Note, for example, his phrasing at the start of the second movement. This second movement (adagio, recorded complete on DB 9591) might well be recommended to anyone who is chary of purchasing the complete set.

**Spoken Poetry—John Donne:** (a) The Apparition; (b) A Nocturnal upon S. Lucies Day; and (a) The Sunne Rising; (b) The Anniversary, on Columbia DX1729. The Extasie, and (a) Holy Sonnet XIV; (b) Hymne to God my God, in my Sicknesse; (c) A Hymne to God the Father. Columbia DX1730. Reader on both records: Anthony Quayle. Recorded under the auspices of the British Council. Admirable examples of clear speech, understanding, and

good taste in the reading by the director of the Stratford Memorial Theatre of these difficult poems. These are no poems for any but sixth form pupils, and perhaps not for them. To an understanding of the Elizabethan liking for involved statement (Shakespeare's sonnets might be a comparable example), and a detailed study of these poems in print, must be added a sympathy with the sensitive, passionate nature of the poet. Given all this, these records will provide much pleasure. The effort to understand them, let it be added, is well worth while.

**Schubert.**—Du bist die Ruh (Op. 59, No. 3) and An die Leier (Op. 56, No. 2). Flora Nielsen (mezzo-soprano) with Gerald Moore (piano). H.M.V. C4057. The singer is said to be a pupil of Elena Gerhardt. To one who vividly remembers the Queen's Hall recitals of that incomparable singer, the comparison is obvious. But the pupil lacks the teacher's dramatic sense, and, it must be confessed, her subtlety. Here are two competent performances, sung coolly and rather slowly by a good voice. The first rises to a climax near the end, the second, after a declamatory opening once repeated, continues unbroken in a deliciously Schubertian melody. Gerald Moore is, of course, good, but—dare one breathe it?—not at his most inspired.

**Mr. K. R. Priestley**, of Cockerham, assistant director of education for Cumberland, has been appointed to the Chair of Education in the University of Hong-kong.

**Mr. P. A. Wells, M.A., M.Sc.**, Director of Education to the International Wool Secretariat, has been appointed Deputy Secretary and Secretary-Elect of the Royal Sanitary Institute. Whilst at the International Wool Secretariat, Mr. Wells founded the Wool Education Society, and instituted special Wool Courses for school teachers and built up a lecture service for schools, training colleges, clubs and stores attended by over 200,000 persons a year.

**Her Royal Highness the Duchess of Kent** has graciously accepted the invitation of the London County Council to open the Second International Exhibition of Sculpture in Battersea Park on May 7th. The First Exhibition, held by the London County Council three years ago, was enthusiastically praised by the art critics and was visited by 150,000 people. Its fame spread far beyond London, at home and abroad, and it was succeeded by similar exhibitions in several other countries.

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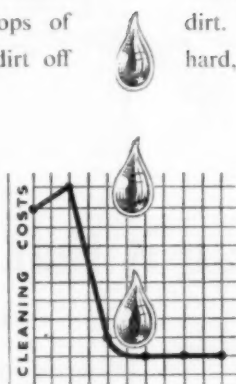
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